

Coordinating Online Project, Problem, and Product-based Learning

Professor Curt Bonk
Instructional Systems Technology Department
School of Education
Indiana University, Bloomington, IN

Sponsored by:
Instructional Consulting
<http://www.indiana.edu/~icy>
Instructional Systems Technology
<http://www.indiana.edu/~ist>



Content Overview

1. Rationale: student ownership of learning and sense of autonomy (voice and choice), constructing knowledge, goal-based learning, teacher as a guide.

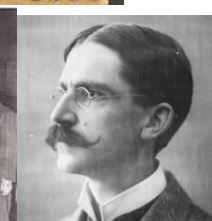
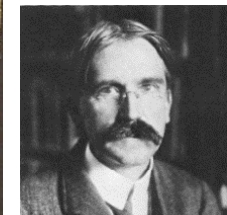
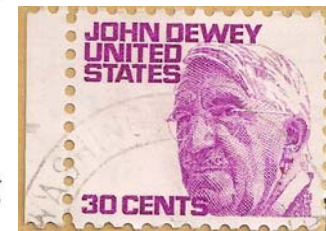


Content Overview

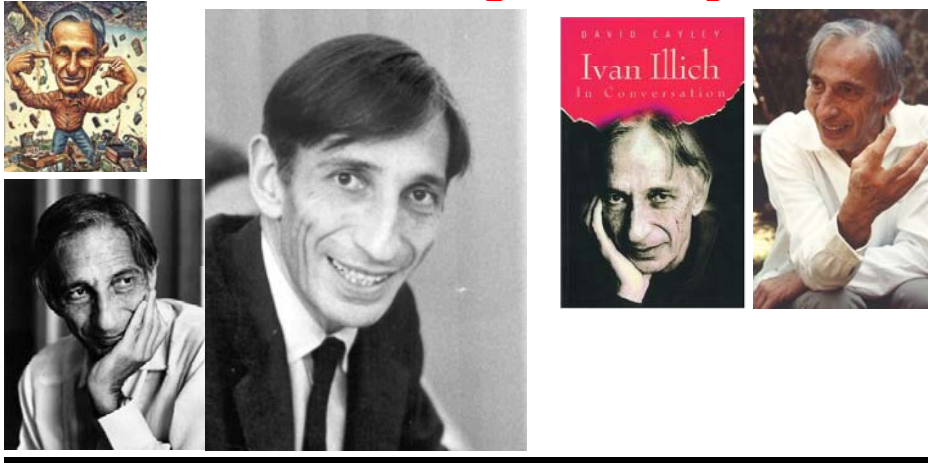
2. Active inquiry-based learning grounded in ideas of John Dewey, Ivan Illich, John Seely Brown, Stephen Heppell, etc.; start with student curiosity, knowledge investigation, discussion of discoveries, etc.



John Dewey (Author of "How We Think" and "Democracy and Education")



Ivan Illich (author of "Deschooling Society")



Stephen Heppell (co-developer of Notschool.net and the ULTRALAB)



John Seely Brown (author of "Minds on Fire" and The Social Life of Information)



Content Overview

3. Pros: Greater student engagement and self-directed and self-regulated learning, collaboration, knowledge generation, reflection, greater display of higher-order thinking skills, more comprehensive., increased student satisfaction, enhanced preparation for future employment.



Content Overview

4. Cons: Time required, greater instructional scaffolding, planning, and coordination skill required, less focused on specific facts or skills.



Content Overview

5. How conduct: state the problem or event.
6. How coordinate: introducing the directions, monitoring, steps, celebrating completion, archiving.



Content Overview

7. What: digital movies, white papers, journal articles, wikibooks, book reviews, commissioned reports, client projects, etc.
8. Portals, archives, product galleries, etc.
9. Assigning points.



PBL Portal from the University of Delaware



PROBLEM-BASED LEARNING



[UD PBL articles and books](#)

[UD PBL in the news](#)

[Sample PBL problems](#)

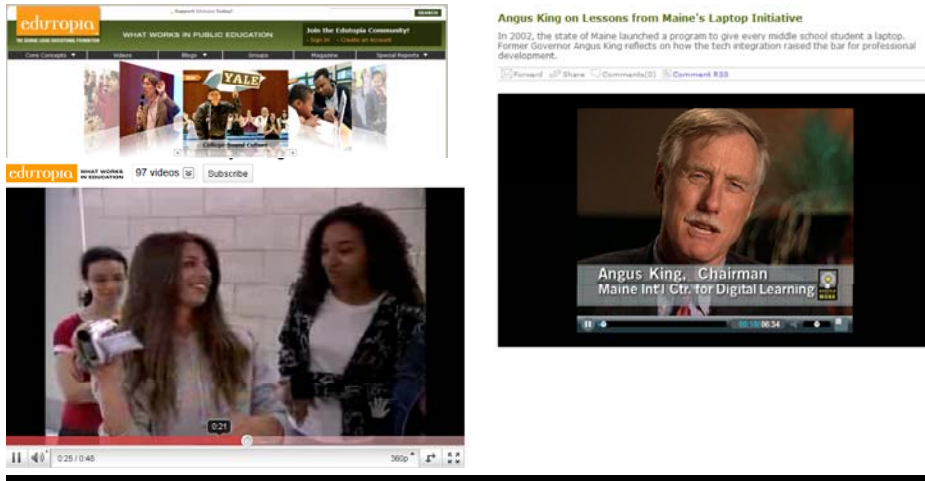
[UD PBL courses and syllabi](#)

[PBL Clearinghouse](#)

[PBL Conferences and](#)

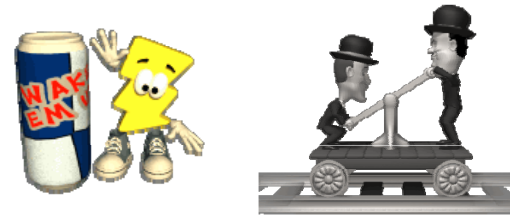
"How can I get my students to think?" is a question asked by many faculty, regardless of their disciplines. Problem-based learning (PBL) is an instructional method that challenges students to "learn to learn," working cooperatively in groups to seek solutions to real world problems. These problems are used to engage students' curiosity and initiate learning the subject matter. PBL prepares students to think critically and analytically, and to find and use appropriate learning resources. -- Barbara Duch

Edutopia Website (George Lucas Education Foundation)



Content Overview

- 10. Motivational aspects of projects and goals.
- 11. Change in education toward learner-centered learning and PBL.



Content Overview

- 12. Consider issues such as group size, project or task length, resources make available, etc.
- 13. Reflect on the skills and objectives you want addressed.



Content Overview

- 14. Crafting a driving question (or set of questions) and/or meaningful/powerful goal.



Examples of the Online PBL

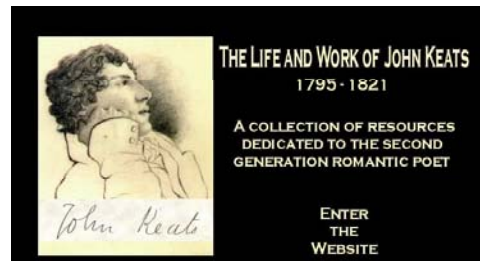
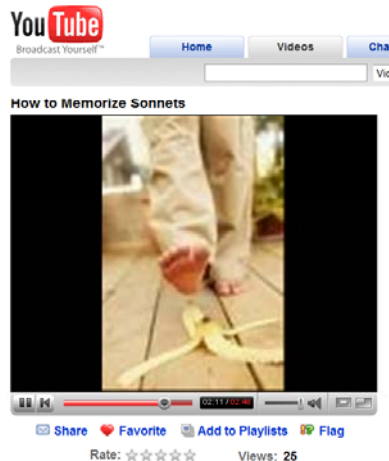
1. Educational Uses of Digital Storytelling (Univ. of Houston).
2. The romantic poetry project.
3. YouTube as a class.



Digital Storytelling (Bernard Robin, Univ of Houston)



Online Poetry and Sonnets



YouTube Projects for Class



Examples of the Online PBL

4. Online business competitions (e.g., online trading, Deloitte Film Festival).
5. Online video semester projects.



Online Video Competitions



Online Video Projects



Advice and Guidelines

1. Read articles, check out PBL, portals, watch videos, talk to experts about PBL.
2. Find or create a PBL model or process.
3. Explain the process to students.



Advice and Guidelines

4. Organize or coordinate team or cross institutional projects. Group size of 4-5 students might be ideal but will depend on the task.
5. Discuss the purpose of PBL with your students.



Advice and Guidelines

6. Encourage students to publish their works.
7. Create a Webquest to guide your students through the PBL process.



Advice and Guidelines

8. Consider the format of the final product delivery (find ways for students to test or present their solutions): possibly use group competitions, online symposia or debates, pseudo press conferences, panels, etc.
9. Invite experts for feedback.



Advice and Guidelines

10. Archive best products.
11. Create a Website of gallery tours of best products for future students.
12. Post student testimonials (with permission).



Scapblog (post video and photomedia work)



Best of luck with your online projects, problems, and products!

For More Information, Contact:

Instructional Consulting

Indiana University

School of Education

Bloomington, Indiana

<http://www.indiana.edu/~icy/>



Coordinating Online Project, Problem, and Product-based Learning

Hosted By:

Professor Curt Bonk
Instructional Systems Technology Department
School of Education
Indiana University, Bloomington, IN

Sponsored by:

Instructional Consulting
<http://www.indiana.edu/~icy>

Instructional Systems Technology
<http://www.indiana.edu/~ist>

For more information, please visit Instructional Consulting at <http://www.indiana.edu/~icy>